



RHODES AVENUE  
PRIMARY SCHOOL

Skills ladders

Year 3

## Year 3 History

| <b>Chronological understanding</b>  | <b>Knowledge and interpretation</b>   | <b>Historical enquiry</b>  |
|---|---|--|
| <ul style="list-style-type: none"><li>Describe events and periods using the words: BC, AD, Neolithic, Paleolithic and Mesolithic.</li><li>Describe events from the past using dates when things happened.</li><li>Describe events and periods using the words: ancient, decade and century.</li><li>Place key events on a timeline (within a given period) using dates.</li></ul> | <ul style="list-style-type: none"><li>To find out about a past society and the people who lived in it.</li><li>Understand that some things change and some things stay the same over time (e.g. early Britons would not have communicated as we do or have eaten as we do).</li><li>Describe what life would have been like for people living in the past.</li><li>Suggest why certain events happened as they did/why certain people acted as they did in history</li><li>Analyse similarities and differences between at least two periods of history.</li><li>Give simple reasons why we might have more than one version of events.</li></ul> | <ul style="list-style-type: none"><li>Recognise how archaeology has helped us understand more about what happened in the past.</li><li>Identify and use various sources of evidence to answer questions.</li><li>Research a specific event from the past</li></ul>   |
| <b>Greater depth</b>  |   |  |
| <ul style="list-style-type: none"><li>Use mathematical knowledge to work out how long ago events would have happened.</li><li>Calculate the length of time between two periods studied.</li></ul>   | <ul style="list-style-type: none"><li>Begin to appreciate why Britain would have been an important country to have invaded and conquered.</li><li>Understand that some interpretations may be more reliable than others.</li></ul>  | <ul style="list-style-type: none"><li>Begin to use more than one source of information to bring together a conclusion about an historical event</li><li>Make deductions about a source based on what's included in it.</li><li>Begin to use language to indicate uncertainty (e.g. We cannot tell for sure but...)</li></ul> |

## Year 3 Geography

| Year 3 Geography   |   |   |  |
|--|---|---|--|
| Geographical enquiry and fieldwork   | Human and physical geography  | Place knowledge   | Locational knowledge   |
| <ul style="list-style-type: none"> <li>▪ Identify key features of a locality by using a map/digital map</li> <li>▪ Compare locations using the eight point compass</li> <li>▪ Use some basic OS map symbols</li> <li>▪ Use a range of sources to research and present information, including ICT (E.g. reports, graphs, sketches, diagrams, pictures)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Use geographical vocabulary to refer to physical features (e.g. beach, mountain, vegetation, climate, valley etc).</li> <li>▪ Use geographical language to refer to human features (e.g. harbour, port, city, town, factory etc).</li> <li>▪ Explain the features of the Mediterranean biome.</li> <li>▪ Compare and contrast locations according to their human and/or physical features (Europe)</li> <li>▪ Consider how human and physical features have changed over time and suggest reasons</li> <li>▪ Describe how volcanoes have an impact on people's life</li> </ul> | <ul style="list-style-type: none"> <li>▪ Explain why a locality in Europe has or needs certain human or physical features.</li> <li>▪ Use correct geographical words to describe a place, the things that happen there and the reasons why.</li> <li>▪ Make suggestions for improvements or changes to an area (e.g. Road safety or local amenities)</li> <li>▪ Describe and compare the climate of different places in the world, especially Europe</li> </ul> | <ul style="list-style-type: none"> <li>▪ Name and locate some well-known European countries and capital cities of European countries</li> <li>▪ Locate and name some of the world's most famous volcanoes, including the 'Ring of Fire'</li> <li>▪ Understand the location of several European countries in relation to each other.</li> </ul> |
| Greater depth  |   |   |  |
| <ul style="list-style-type: none"> <li>▪ Begin to use a 4 figure grid references</li> <li>▪ Compare how local area has changed over time using aerial photos and maps</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Recognise that people can affect the environment, both positively and negatively</li> <li>▪ Consider how humans respond to the physical environment/specific locational challenges.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Compare and contrast two or more countries within Europe</li> <li>▪ Discuss how localities change over time, with reference to specific features</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Understand significance of the location of the Ring of Fire in relation to tectonic plates.</li> <li>▪ Begin to understand the role of the European Union and the countries in it.</li> </ul>   |

## Year 3 Computing

| E-safety   | Programming  | Handling Data   |
|--|--|---|
| <ul style="list-style-type: none"> <li>▪ To know to talk to someone if an online image or text makes them unhappy.</li> <li>▪ To know not to give any personal information online</li> <li>▪ Make sensible e-safety rules</li> <li>▪ Choose which sites are appropriate</li> <li>▪ Be polite and sensible when writing online</li> </ul> | <ul style="list-style-type: none"> <li>▪ Algorithms are step by step instructions</li> <li>▪ Using visual blocks create simple algorithms</li> <li>▪ Create code to make a motor move and debug any errors</li> <li>▪ Create moving models using motors, lights, tilt and sensors</li> <li>▪ To understand that loops repeat an instruction</li> <li>▪ Use repeats to complete more challenging tasks</li> </ul> | <ul style="list-style-type: none"> <li>▪ Use a data logger to collect information</li> <li>▪ To create a graph from data collected</li> <li>▪ To be able to label and interpret the information collected on a graph</li> </ul> |
| Greater depth  |  |   |
| Understand the importance of not spending too much time looking at screens.  | <ul style="list-style-type: none"> <li>• To use Scratch with Lego to create more complicated movable machines.</li> <li>• To use decomposition (breaking down) to create code and debug any mistakes.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ To carry out an investigation, collect data analyse and present findings</li> </ul>  |

| Multimedia   | Technology in our lives   | Computer skills   |
|--|---|---|
| <ul style="list-style-type: none"> <li>▪ Create a piece of art using a variety of tools in an art package to recreate a famous piece of art</li> <li>▪ Take a photograph, edit and combine it with text.</li> <li>▪ Use create a simple power point presentation combining text and images</li> <li>▪ To participate in a class blog, making positive contributions and combining text and images</li> </ul> | <ul style="list-style-type: none"> <li>▪ To understand that 'www' is part of the Internet and the main differences between them</li> <li>▪ Use a search engine to find information being aware of how to phrase searches.</li> <li>▪ To understand that not all information on the net is not true.</li> <li>▪ To understand plagiarism and not copy directly from a webpage</li> </ul> | <ul style="list-style-type: none"> <li>▪ Touch type with increasing accuracy</li> <li>▪ Use edit, copy and cut within work</li> <li>▪ To insert a picture into word and re-size it</li> <li>▪ To centre and underline text</li> <li>▪ Change size, colour and font</li> <li>▪ Save work</li> <li>▪ Use a program from the start menu</li> </ul> |
| Greater depth  |   |   |
| <ul style="list-style-type: none"> <li>▪ Research and present information, becoming more aware of tools to edit and refine work</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Be able to cross reference for facts.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ To use computer skills to edit a badly designed piece of work</li> </ul>   |

**Year 3 DT**

| <b>Design</b>  | <b>Make</b>   | <b>Evaluate</b>   | <b>Technical knowledge</b>  |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>▪ Develop basic design criteria for a product considering the user and function.</li> <li>▪ Generate ideas independently and in groups.</li> <li>▪ Model ideas through annotated sketches.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Use a range of tools and equipment to perform practical tasks safely.</li> <li>▪ Use a wide range of materials and components: textiles, ingredients and construction materials</li> </ul> | <ul style="list-style-type: none"> <li>▪ Investigate and analyse at least two existing products.</li> <li>▪ Investigate the origins of product</li> <li>▪ Self-evaluate product against design criteria.</li> <li>▪ Suggest improvements to product based on evaluation against design criteria.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Strengthen, stiffen and reinforce more complex structures</li> </ul>                         |
| <b>Greater depth</b>   |   |   |   |
| <ul style="list-style-type: none"> <li>▪ Generate more than one design and select most appropriate</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Understand that there can be different ways of performing same function (e.g. different ways to join).</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Consider how another user may evaluate product differently.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Understand how the properties of materials can enhance the performance of product</li> </ul> |

## Year 3 Art

| Generating Ideas  | Making   | Evaluation  | Knowledge and Understanding   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>▪ Try out different activities and make sensible choices about what to do next.</li> <li>▪ Use drawing to record ideas and experiences.</li> <li>▪ Gather and review information, references and resources related to their ideas and intentions.</li> <li>▪ Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Independently choose to use particular techniques for a given purpose and develop and exercise some care and control over the range of materials they use.</li> <li>▪ Use different graded pencils, charcoal, graphite, pen, ink etc to show tone and texture and understand their different qualities</li> <li>▪ Make preliminary sketches</li> <li>▪ Make a range of colours from primary colours.</li> <li>▪ Paint texture and tone.</li> <li>▪ Use different brush sizes</li> <li>▪ Use 3D materials to build</li> <li>▪ Use the internet to research an artist</li> <li>▪ Make a two-colour print.</li> <li>▪ Create a collage using rubbings and drawings and fabric</li> </ul> | <ul style="list-style-type: none"> <li>▪ When looking at creative work express clear preferences and give some reasons for these</li> <li>▪ Know the formal elements of art (colour/tone/line/texture/pattern/shape/ form) and use words to describe these</li> <li>▪ Compare works of art using the formal elements and descriptive words.</li> <li>▪ Evaluate own work and the works of different artists through group discussion and recording in books.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Know the formal elements of art (colour/tone/line/texture/pattern/ shape/form) and can identify/start to describe these in own work and the work of others.</li> <li>▪ Talk about the materials, techniques and processes they have used, using an appropriate vocabulary</li> <li>▪ Pupils know that art is made by artists exhibiting care and skill and is valued for its qualities.</li> <li>▪ Know how to explain what they are doing.</li> <li>▪ Know about and describe some of the key ideas, techniques of a variety of artists, craftspeople, architects and designers.</li> </ul> |

### Greater depth

|  |   |   |   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>▪ Select and use relevant resources and references to develop their ideas.</li> <li>▪ Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Investigate the nature and qualities of different materials and processes systematically</li> <li>▪ Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Regularly reflect upon own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Demonstrate how to use the tools they have chosen to work with.</li> </ul> |
|--|---|---|---|

## Year 3 Art

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### Year 3 Music

#### Performing

- Sing in tune with expression
- Control their voice when singing
- Play clear notes on instruments
- Perform a piece of music in a group with more than one instrument.

#### Composing/Notation

- Use different elements in their composition
- Create repeated patterns with different instruments
- Compose melodies and songs
- Create accompaniments for tunes
- Combine different sounds to create a specific mood or feeling

#### Appraising

- Improve their work, explaining how it has improved
- Start to use musical words to describe a piece of music and compositions (e.g. tempo, dynamics, melody, chord, echo, pitch)
- Use musical words to describe what they like and dislike
- Recognise the work of at least one famous composer

#### Greater depth

- Perform solo sections within group performances

- Understand metre in 2 , 3 and 4 beats
- Understand how the use of tempo and dynamics can provide contrast within a piece of music

- Tell whether a change is gradual or sudden
- Identify repetition, contrasts and variations

## Year 3 PE

### Games

- Throw and catch with control to keep possession and score 'goals'
- Play a wider range of games and use a variety of skills and equipment well
- Be aware of space and use it to support teammates and cause problems for the opposition
- Keep possession with some success
- Say when a player has moved to help others and apply this knowledge to their own play
- Know and use rules fairly to keep games going
- Explain why simple tactics worked
- Explain why it is important to warm up and cool down.

### Greater depth

- Play effectively with speed and precision, as members of both small and larger teams
- Decide quickly where and when to pass the ball, showing good awareness of what is going on around them
- Vary tactics and adapt skills in response to the situation they face in a game
- Lead small groups for warm-up activities.

### Gymnastics

- Perform a competent forward roll, log roll and shoulder roll
- Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel
- Practice an action or short sequence of movements, and improve the quality of the actions and transitions showing control, accuracy and fluency of movement when performing actions on their own and with a partner
- Plan and perform a movement sequence showing contrasts in speed, level and direction
- Devise and perform a gymnastic sequence, showing a clear beginning, middle and end.
- Adapt a sequence to include different levels, speeds or directions.
- Work well independently and contribute to pair sequences.
- Begin to perform with a partner or group.
- Work with different partners to contribute to a variety of different sequences.

### Greater depth

- Know how to utilize equipment to enhance movements.
- Practice and refine an action or short sequence showing quality movement phrases, combining different actions for effect.
- Begin to develop a longer and more varied movement routine with smooth, planned links between actions
- Perform a sequence combining speed, level, direction and a variety of shapes.

### **Athletics**

- Show greater difference between slow and fast speeds
- Throw more accurately
- Start at a medium pace for a longer distance
- Link running and jumping activities with some fluency, control and consistency
- They can show that they understand tactics and composition by starting to vary how they respond.
- Make up and repeat a short sequence of linked jumps
- Take part in a relay activity, remembering when to run and what to do
- They demonstrate knowledge and understanding of fitness and health
- Demonstrate and explain that being active involves moving large body parts.

### **Greater depth**

- Make up and teach others a short sequence of linked jumps
- Show consistency, control and accuracy when throwing objects into targets from increasing distances
- Describe how different activities feel to perform (eg 'easy', 'energetic' or 'exhausting').

### **Dance**

- Improvise freely, translating ideas from a stimulus into movement
- Create appropriate dance phrases to reflect the ideas or style
- Repeat, remember and perform steps of a set style
- Use dynamic, rhythmic and expressive qualities clearly and with control
- Recognise and describe the expressive qualities of a dance style
- Evaluate and suggest improvements to their own and other people's dances using
- Share the composition of dance phrases with a partner and in a small group
- Understand the importance of warming up and cooling down safely and how they are linked to good health.
- Explain the difference between fitness and health.

### **Greater depth**

- Display an inventive and imaginative response to a stimulus
- Use a wide range of dynamic and expressive movements when improvising
- Be technically competent in the dance style and shows fluency and control in movement
- Interpret rhythm well, using a range of musical accompaniments
- Take the lead when creating dances with a partner or in a group

### **OAA**

- Identify where they are by using simple plans and diagrams of familiar environments
- Use simple plans and diagrams to help them follow a short trail and go from one place to another
- Respond to a challenge or problem set
- Comment on how they went about tackling tasks
- Begin to work and behave safely and work increasingly cooperatively with others, discussing how to follow trails and solve problems

### **Greater depth**

- Solve problems using a range of approaches and use ideas they have learned in one problem or task to help them solve another
- Explain reasons for choosing the approach used to solve a problem and to recognise other possible approaches

**Year 3 MFL**

| <b>Speaking and Listening</b>   | <b>Grammar</b>   | <b>Reading and Writing</b>   | <b>Songs, Stories and Rhymes</b>   |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>▪ Listen and show understanding of single words through physical response.</li> <li>▪ Recognise a familiar question and respond with a simple rehearsed response.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Name and identify nouns and adjectives in the language being studied</li> <li>▪ Use the 1st person pronouns with a regular verb.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Read and show understanding of familiar single words.</li> <li>▪ Identify and use strategies for memorising new vocabulary.</li> <li>▪ Write and say simple familiar words to describe people, places, things and actions using a model.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Join in with actions to accompany familiar songs, stories and rhymes and say some of the words.</li> <li>▪</li> </ul> |
| <b>Greater depth</b>  |  |  |  |
| <ul style="list-style-type: none"> <li>▪ Listen and identify rhyming words and particular sounds in songs and rhymes.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Name and identify verbs in the language being studied</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Write single familiar words from memory with understandable accuracy.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Using the knowledge of the sound of some letter strings, read aloud individual familiar words.</li> </ul>             |

### Year 3 RE

What does it mean to belong to a religion? (Christianity)  
 What can we learn from the life and teaching of Jesus?  
 What is important to me?

| Practices and ways of life   | Forms of Expressing Meaning   | Identity, Diversity and Belonging  | Meaning, Purpose and Truth Values and Commitments  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>▪ Demonstrate knowledge of what Christians do together</li> <li>▪ Ask a range of questions relevant to Christian activities</li> <li>▪ Ask and answer important questions about the practice of Christian faith</li> <li>▪ Give examples of how different Christians put their faith into practice in different ways</li> <li>▪ Think about some of the ways Christians might work together to help people</li> </ul> | <ul style="list-style-type: none"> <li>▪ Tell a Christian story and say some things that people believe</li> <li>▪ Describe what a believer might learn from a religious story</li> </ul> | <ul style="list-style-type: none"> <li>▪ Ask about people's lives and beliefs with respect for their feelings</li> <li>▪ Talk about some of the things that are the same and different for religious people</li> <li>▪ Compare some of the things that influence them with things that influence others</li> </ul> | <ul style="list-style-type: none"> <li>▪ Ask questions about who we are and where we belong and suggest answers</li> <li>▪ Refer to people who have inspired and influenced them and others.</li> <li>▪ Ask questions about the meaning and purpose of life, suggest a range of answers (own ideas as well as those of members of different religious groups)</li> </ul> |
| <b>Greater depth</b>   |   |  |  |
| <ul style="list-style-type: none"> <li>▪ Show that Christians may have different reasons for engaging in religious activities and give examples.</li> <li>▪ Explain the similarities and differences between different Christian groups</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Consider the morals of different Christian stories and discuss why the stories might be a good way of communicating certain beliefs</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Use religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Discuss how the things that are important to them may change over time and suggest reasons why</li> </ul>   |

## Year 3 SMSC

| Social   | Spiritual and Moral Values  | Global Democracy  |
|--|---|---|
| <ul style="list-style-type: none"> <li>▪ Reflect on personal strengths and weaknesses</li> <li>▪ Understand and explain the need for rules in school</li> <li>▪ Recognise the diversity of family types</li> <li>▪ Demonstrate something he/she is proud of and explain why</li> </ul> | <ul style="list-style-type: none"> <li>▪ Know what it is to respect each other and each other's spiritual/religious views and beliefs</li> <li>▪ Listen carefully and thoughtfully and respond positively to what other people think and feel</li> <li>▪ Recognise the importance of school values</li> </ul> | <ul style="list-style-type: none"> <li>▪ Understand the reasons for global warming</li> <li>▪ Recognise stereotypes</li> <li>▪ Recognise and understand that there are personal rights, responsibilities and equal opportunities</li> </ul> |

### Greater depth

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>▪ Understand the need for rules in wider society</li> <li>▪ Recognise the range of loving relationships</li> </ul> | <ul style="list-style-type: none"> <li>▪ Discuss beliefs and values, including religious and non-religious beliefs</li> <li>▪ Discuss what other people value and believe and how it affects their lives</li> <li>▪ Understand that there may be no single right or wrong answer</li> </ul> | <ul style="list-style-type: none"> <li>▪ Understand that everyone has certain rights</li> <li>▪ Develop a sense of responsibility for the environment</li> <li>▪ Understand that stereotypes can be unfair and misrepresent</li> </ul> |
|---|---|--|

| Cultural Diversity  | Staying Healthy   | Staying Safe  |
|---|---|---|
| <ul style="list-style-type: none"> <li>▪ Contribute to a classroom where everyone feels safe and respected</li> <li>▪ To appreciate the range of national, regional, religious and ethnic identities in the UK</li> </ul> | <ul style="list-style-type: none"> <li>▪ Understand the benefits of a balanced diet and physical exercise</li> <li>▪ Recognise that bacteria and viruses can affect health</li> </ul> | <ul style="list-style-type: none"> <li>▪ Understand the school's e-safety rules and reporting procedures</li> <li>▪ Recognise the harm and consequences of teasing and bullying</li> <li>▪ Understand road and fire safety</li> <li>▪ Recognise how and when to ask for help</li> </ul> |

### Greater depth

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>▪ Discuss how and why some people are treated unfairly by others because of race/religion/gender</li> </ul> |  | <ul style="list-style-type: none"> <li>▪ Explain possible responses to a range of challenging circumstances (e.g. what to do if lost)</li> <li>▪ Understands the harm and consequences of teasing/bullying and cyber-bullying</li> </ul> |
|--|--|--|